Nombre y apellido: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_

**Español 1: Composición**

¡EL DIÁLOGO!

Write a conversation using the picture provided as a guide. The couple is on a blind date. Use vocabulary from ***Unit 1*** and be creative (names, origin, phone number, etc.) You must include a minimum of 15 lines in your dialogue.

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**WORLD LANGUAGE RUBRIC** \_\_\_\_\_\_\_\_\_\_\_\_ / 30 PUNTOS

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Clarity of Purpose** | **ORGANIZATION** | **SUPPORT** | **GRAMMAR** | **VOCABULARY** | **MECHANICS** |
|  | *The extent to which the main idea is evident throughout the written product.* | *The extent to which the written product is appropriately structured.* | *The extent to which main ideas are explained with detailed evidence/examples* | *Extent of grammar control* | *Variety and precision of vocabulary* | *The extent to which grammar, punctuation, and spelling affect understanding.* |
| Exemplary  4.5 5 | Reader easily comprehends writer’s intent. All parts of the task are completed. | Ideas are presented in a logical manner. Writer effectively incorporates transitions, paragraphs, an introduction and conclusion to organize ideas. | Writer consistently elaborates (details, examples, evidence). | Control of grammar is exemplary for level (subject/verb agreement, appropriate tense, noun/adjective agreement, etc.). | Vocabulary is varied, rich and precise. Writer uses varied expressions learned throughout the study of the language. | Spelling and/or punctuation are consistently accurate. |
| Commendable 3.5 4 | Reader comprehends writer’s intent. The majority of the task is completed. | Ideas are presented in a somewhat logical manner. Writer uses transitions, paragraphs, an introduction and conclusion to organize ideas most of the time. | Writer elaborates most of the time (details, examples, evidence). | Control of grammar above average for level (subject/verb agreement, appropriate tense, noun/adjective agreement, etc.). | Vocabulary is precise, but lacks variety. Writer uses newly acquired vocabulary. | Spelling and/or punctuation are mostly accurate. |
| Effective  2.5 3 | Reader somewhat comprehends writer’s intent. Missing some parts of the required task. | Ideas need to be presented in a more logical manner. Writer attempts to use transitions and paragraphs. Introduction and conclusion need to be more developed. | Writer provides necessary and appropriate details. | Control of grammar is average. Inconsistent control of grammar; problems w/agreement, tenses, etc. exist. | Vocabulary is basic and needs to be more precise and/or varied. | Spelling and/or punctuation are occasionally accurate. |
| Approaches Effective  2 | Reader may have to guess writer’s intent. Missing several parts of the task. | Ideas are not presented in a logical manner. Writer rarely attempts to use transitions, paragraphs, an introduction or conclusion to organize ideas. | Writer does not provide enough necessary details | Control of grammar is below average. Little control of grammar exists; frequent problems w/agreement, tenses, etc. exist. | Vocabulary is basic but needs to be considerably more precise and/or varied. Vocabulary is very limited and repetitive with some English interference. | Spelling and/or punctuation are consistently inaccurate. |
| Not effective 0 1 | Ability to communicate is not evident. Missing most basic parts of the task. | The flow is not cohesive. Writer does not use transitions or paragraphs. | No additional details provided. | Control of basic grammar is below average for this level. Composition consists of mainly incorrect grammatical structures. | Vocabulary is too limited and repetitive for the level. Constant interference with English. | Writer demonstrates fundamental problems with control of spelling and/or punctuation. |